

W.E.A. EDUCATIONAL PAMPHLETS No. 2.

WORKERS' EDUCATION in GREAT BRITAIN

A RECORD OF EDUCATIONAL SERVICE
TO DEMOCRACY SINCE 1918.

PRICE SIXPENCE

WORKERS' EDUCATIONAL ASSOCIATION

38a, ST. GEORGE'S DRIVE, LONDON, S.W.1

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ISSUED BY

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1943

equal the number of Tutorial Classes until the session 1919/20, in which year there were 229 Tutorial and 328 One Year Classes, though many of the latter were conducted by voluntary tutors and were not assisted by L.E.A.s. As will be noted from Appendix I, progress continued unchecked until the session 1921/22, when the position was :—

		1921-22		
		<i>Classes</i>		<i>Students</i>
Tutorial	352	7,314
One Year		635	16,359
		<u>987</u>		<u>23,673</u>

It was at this juncture that the Government had the first of its periodical enthusiasms for economy at the expense of education, and by the issue of Circular 1259, of May, 1922, the Board proposed to reduce its assistance on L.E.A. expenditure on grants in aid, by a graduated scale terminating in five years. As the expenditure of L.E.A.s in 1921/22 had been approximately £9,000, it was obvious that the L.E.A.s at that time were not sufficiently convinced of the importance of Adult Education to transfer the burden of cost to the local rates. Indeed, many of them were not prepared to give assistance even when they could recover 50 per cent. of the cost from the Board. The Board eventually agreed to stabilise the grants and to ration the Universities and the W.E.A. for 1922/23 to the grants paid in the previous year. By 1923/24 the new President of the Board, Mr. E. F. L. Wood—now Lord Halifax—approved an increase of 20 per cent.

These concessions were the result of two deputations from the W.E.A., but, as might be expected, it took much longer to recover from economies than to impose them; thus while Tutorial Classes increased in 1922/23 to 363 (an increase of 11 as compared with the previous year's increase of 125), One Year Classes decreased from 635 to 570. It was only when the Board's Grant Regulations No. 33 of 1924 were issued that the Movement began to expand appreciably. By providing under Chapter III for the recognition of certain bodies as approved Associations an impetus was given to the voluntary effort of the W.E.A., so much so that by 1925/26 the total number of grant earning classes was 1,707 against 933 in 1922/23. This progress was all the more remarkable because the Board was still limiting its expenditure on Adult Education, and during the session 1925/26 the Association organised National and District conferences of protest against Government economies. It might be argued that there have been occasions when even the reduced estimates of the Board have been adequate to meet all demands. This is true, and not surprising. The limitation of grant and particularly the policy of stabilisation acted as a deterrent to the propaganda for organising classes.

While there has been steady progress from that period, it has been made under conditions which have been discouraging and under which Adult Education could not have survived had it not been rooted in a strong voluntary movement.

Following the successful session, 1925/26, came the General Strike of 1926—which had catastrophic results on the membership and finance of working-class organisations. This reflected itself in a decline in all branches of W.E.A. work, and there was a decline of 372 classes and a corresponding decline in students.

It took two years for the movement to recover lost ground, and in spite of the growing industrial depression there was a substantial increase in class work in 1928/29 and a phenomenal increase in 1929/30, stimulated by a new Government policy under which the Board removed all restrictions and actually encouraged development. Unfortunately, the movement had barely had time to congratulate the Board on this enlightened policy when it was completely reversed, and in 1931/32 stringent economies were introduced which were not completely removed until 1935/36.

As illustrating what the movement could do when free from limitations, it should be noted that in 1929/30, a year in which the Board actually encouraged expansion, the number of classes increased by 410 and students by 9,151. In the 'stabilisation years', 1931/6, the average increase per year was 67 classes and 1,297 students. When the ban was removed in 1936/37 the increase in classes was 184, and in the session 1938/9 the movement reached its highwater mark with 3,219 grant earning classes and 61,719 students—in spite of the fact that the Munich crisis came just at the beginning of the class session.

Gratifying though this progress has been, it could have been much more satisfactory but for the periodic economy restrictions and the long period of industrial depression which made it difficult to stimulate educational interest and affected both the finance and the membership of the Association. The W.E.A. relies to a considerable extent upon working class organisations and their members for moral and financial support, and during a period of approximately ten years, at least 50 per cent. of the students in some industrial areas were either unemployed or only intermittently employed.

Then, in 1939, came the War. The Association's Executive had taken a positive attitude from the first. It believed that in the event of war Adult Education had an important part to play, and from October, 1938, it prepared its plans and laid these first before the Central Joint Advisory Committee for Tutorial Classes, and secondly before the Board of Education. When war broke out it was found that the work proceeded almost normally where there were strong local branches of the Association. It was a vital test of the value of voluntary initiative; so much so, that in the third year of the war the W.E.A. is providing more facilities than at any other period in its history. Though there has been an inevitable reduction in grant

earning class work, this is smaller than might have been expected in view of the demands of the War on man power.

It is recognised that other organisations as well as the W.E.A. are making some provision for Adult Education. The most appropriate example is the classes coming under the Adult Education Regulations, the figures for which are given in the Board's Report for 1936/37. An examination of these figures shows that, of all the courses under the A.E.R., 81 per cent. were organised by the W.E.A. If Extension Courses were excluded the total was 86 per cent. This takes no account of the classes organised by the W.E.A. and financed by the L.E.A.'s under the Regulations for Further Education. In regard to Chapter III Classes only, the W.E.A. was the directly responsible body for 62 per cent.

The Contribution to Workers' Education

The contribution of the W.E.A. has not been confined to the provision of the W.E.A. classes, but in this service the special character of its work is best recognised when the broad basis of its constitution and membership are examined. From its inception the W.E.A. claimed to be a bridge between "labour and learning". The co-operation between the Universities and the W.E.A. has produced a co-educative effort between scholarship and practical experience. It has provided thousands of workers with intellectual discipline, brought the Universities into closer contact with democratic life and enlarged the experience of the tutors engaged on internal and extra-mural teaching. The claim to represent the educational needs of the workers is based on no mere fiction. It is ensured by the fact that the W.E.A. is a federation of seventy-eight national bodies, representing working class and educational and social organisations, while these, in turn, provide nearly 2,000 affiliations to the 18 W.E.A. Districts and 650 branches. (See Appendix II.) The most direct contact of the W.E.A. with the organised Trade Union movement is through the W.E.T.U.C.

Workers' Educational Trade Union Committee

The demand for Adult Education has been most insistent from the Trade Unionists ever since the beginning of the century, and once there existed recognised machinery for providing it, some of the Trade Unions recognised the importance of stimulating interest among their own members. Thus the Workers' Educational Trade Union Committee came into existence. In 1919, the Iron and Steel Trades Confederation, under the enlightened leadership of Sir Arthur Pugh, agreed to an educational scheme, the basis of which was that the Union should set aside a specific annual grant for the education

of its own members and that it should utilise the facilities of the W.E.A. The example of the I.S.T.C. was speedily followed by the Union of Post Office Workers and the Railway Clerks Association and others. In 1931 there were 13 Unions in the W.E.T.U.C. *At the beginning of 1943 there were 33 Trade Unions contributing to the scheme, representing approximately four million members. (See Appendix III.)*

The work is carried on under a National Committee of the Unions and the W.E.A.—the General Secretary of the W.E.A. acting as Secretary. There are Divisional Committees in each W.E.A. District on the same model. Each Union controls its own expenditure, but the total sums available are utilised for:—Payment of class fees to the members of the respective Unions, Summer School Scholarships, Week-End and One Day Schools, Correspondence Courses, in co-operation with Ruskin College, and grants to members attending Residential Colleges.

Excellent work has been done without the expenditure of one penny of public funds. Indeed, for ten years the Iron and Steel Trades Confederation accepted financial responsibility for two full-time organising tutors—one in South Wales and one in Scotland, the University College of Swansea and the University of Edinburgh accepting responsibility when the work had become established. Some of the Unions have contributed to stimulating educational interest by encouraging discussion on educational matters at their District Council and Branch meetings, issuing publicity material through their Trade Union Journals, and in circulars from their Head Offices, in encouraging their Branches to affiliate to the W.E.A. and to receive lecturers from W.E.A. Branches.

The W.E.T.U.C. has also contributed to pioneer work by the publication of elementary study books and in subsidising the publications and study outlines of the W.E.A. Its own publications, under the heading of the W.E.T.U.C. Sixpenny Library, had a total circulation of 26,000. The W.E.T.U.C. also publishes its own educational propaganda leaflets.

We would emphasise the importance of the contribution to working-class education, which can be made by the Trade Unions through the W.E.T.U.C. The T.U.C. is represented on the Central Committee of the W.E.T.U.C. and is affiliated to the W.E.A. and represented on its Central Executive Committee.

In this matter, the existence of a strong W.E.A. is essential. The Unions have accepted the educational and administrative machinery of the W.E.A. So long as there is a strong, independent voluntary movement, Trade Unions will continue to join the W.E.T.U.C. If the time arrived when the W.E.A. could not offer them facilities as a providing body, the Trade Unions would either (a) have to improvise an educational service of their own, or (b) give their exclusive support to a purely propagandist body, or (c) cease to be actively interested and simply advertise the "courses" offered by such bodies or institutions as could provide them.

The contribution which the Trade Union movement can make to post war democracy is important and will be enhanced by the development of educational schemes in which Trade Unions take an active part and use the resources of the W.E.A. to meet the educational needs of their members.

Adult Education in Rural Areas

Up to 1927, the Adult Education Movement had not penetrated into the countryside to any appreciable extent. There had been an organised effort in the East Riding of Yorkshire from 1921, supported by grants from certain Trusts and the East Riding L.E.A. It was on the evidence of this experiment that the Association was able to convince the Carnegie United Kingdom Trust that the development of adult education in rural areas depended upon the appointment of full-time resident tutors. In the Autumn of 1927 the Association was able to appoint full-time resident tutors for the counties of Bedfordshire, Devon and Yorkshire (North Riding) for a period of three years, and by the aid of further grants in 1930 to appoint resident tutors in East Suffolk, Kesteven (Lincs.), Lindsey (Lincs.) and two in Cornwall. The schemes were financed for periods of three to six years, during which time the Association was expected to justify its claim that the interest of the countryside could be aroused and that once established the work would secure the approval and financial support of the statutory and university bodies.

With regard to the first claim, the Association was able to report by the session of 1931/32 that in rural centres with a population of less than 2,000 it was conducting the following classes:—

- 35 University Tutorial, Three Year Classes.
- 7 " " Preparatory "
- 19 " " Extension Courses.
- 75 One Year Classes.
- 190 Terminal Courses.
- 36 Short Terminal Courses.
- 66 Short Connected Courses.

On the basis of 18 to 20 students per class this programme catered for 8,000 rural students in these areas alone. By this time the work of the Association in rural areas had won the confidence of statutory bodies, some of which were now willing for the first time to give financial support.

The experience of the W.E.A. also served as the basis for the overtures to the Board asking for recognition of full-time tutors for pioneer work. The Board adopted the suggestion and in Amending Regulations No. 1 of 1931, included Article 11, under which University Joint Tutorial Class Committees could appoint tutors for pioneer work, the Board paying its grant on a salary and not a class basis. It is unfortunate that the concession was confined to University bodies, but that is a matter for discussion later. The point

is that the W.E.A. had taken the initiative and had laid the foundation for rural expansion. Even with the appointment of full-time tutors, rural work has flourished best and has reached a higher standard of attainment and permanent effort where the W.E.A. has been able to build up permanent branch and area organisation, and if rural adult education is to have any social value, the demand must be rooted in a movement which can express the needs of the "consumer" and prevent the assumption that adult education is something which can be imposed from above.

Book Supplies and the National Central Library

An adult education movement without adequate book supplies is like a boat without oars. This was recognised from the earliest days and much of the early pioneering of W.E.A. branches was devoted to leading an agitation for establishing Public Libraries. While the Universities gradually built adult education libraries of their own, there was a serious shortage of adequate supplies of text books and standard books of reference. It was this defect which led to the establishment of the Central Library for Students, later to become the National Central Library, and, again, the W.E.A. was the pioneer body out of which the Central Library grew.

Its earliest beginnings are recorded in the old minute books of the Central Executive Committee of the W.E.A. With a formula as simple as that which might have been adopted had the Association been purchasing a second-hand typewriter, one finds the first minute—passed at a meeting of the Central Executive, held at the London Working Men's College, February 17th, 1912—reading as follows:—

"That the Workers' Educational Association establish a Central Library for the use of Tutorial Class and other students. The Secretary (Dr. A. Mansbridge) was instructed to search out suitable Librarians and bring their claims before the Executive Committee."

The minutes were signed by "William Temple", then the President of the Association—now Archbishop of Canterbury.

By April 20th, 1912, the Central Executive reported on an agreement between Toynbee Hall and the Workers' Educational Association, stating that:—

"The Library at Toynbee Hall shall be under the management of a Joint Committee not exceeding twelve, consisting of representatives of the Workers' Educational Association and the Council of Toynbee Hall, to be appointed annually by respective bodies."

"... A Librarian shall be appointed by the Joint Committee and his first task shall be to catalogue the books."

Then followed certain Minutes about the use of "out of print books

or books of special value " and a final decision to make the appointment of the librarian the responsibility of the Joint Committee and asking the existing sub-committee to make recommendations.

One has to turn to the Annual Report of the W.E.A. for 1914 to discover what work the library performed. Apparently it received donations of money and books, but issued only 479 volumes in its first year. In the second year it issued 854 volumes, 126 of which were to individual students. Mr. H. A. Twort, afterwards librarian of Fulham, had been appointed librarian, and in the session 1914/15 the issues increased to 2,370.

Difficulties of accommodation and finance are referred to in the W.E.A. Annual Report for 1915, and in the same year the W.E.A. requested the Central Joint Advisory Committee on Tutorial Classes to make an application for a grant to the Carnegie United Kingdom Trust. A grant was approved, contingent upon a measure of general support being received, and the Central Library for Students was established as an independent body, with Dr. Albert Mansbridge as Chairman and Mr. Twort as Librarian.

The W.E.A., relieved of financial and other responsibilities, handed over its meagre stock of books, and the library started its operation at a house in Tavistock Square in 1916. The Central Library immediately took steps to develop relations with public libraries in various parts of the country, and its recent history is familiar to those who have followed its development into a national library still supplying the needs of students in adult classes by supplementing the supplies of public libraries.

The Association made a wider contribution to Adult Education by the setting up of its own Central Book Room. The Central Book Room was established to encourage tutors and W.E.A. members and students to purchase books for themselves, but its main purpose was to publish special *W.E.A. Cheap Editions* of the more expensive text books. It has published over forty special editions.

In 1923, the Central Book Room was reorganised as Students' Bookshops, Ltd., which continued for some time to issue new cheap editions. In recent years, however, it has been more a bookshop for general supplies, and the W.E.A. has found it more convenient to control its own publications. It has done this in association with well-known publishing houses. Thus, through Longmans, Green & Co., it issued the series of W.E.A. Outlines which had a wide circulation not only in the Adult Movement, but as text books in secondary schools. Unfortunately, all the stocks were destroyed in one of the air raids on London. At the beginning of the War, the Association envisaged a need for Outlines for Study Groups, and has since published: *The U.S.S.R. and Europe*; *Germany and Europe*; *The Problem of Peace*; *Race, Nationalism and Politics*; *War and the Economic System*; *Trade Unionism and the New Social Order*; *The Colonial Empire*; *The U.S.A.*; *The Atlantic Charter*. Others are in course of preparation.

The Yorkshire (North) District of the Association has also published an Outline on *Reconstruction* which has had a wide circulation. The latest national publications have been cheap editions of Tawney's *Equality* and Sir Richard Livingstone's *The Future in Education*.

The Journal of the Association, *The Highway*, has been published since 1908. It has a net circulation of 15,000 per issue and is recognised as one of the best monthly educational journals and the most constructive on Adult Education.

Apart from the publications for which the Association accepts responsibility, it has taken every opportunity of using its unique administrative machinery to assist the circulation of books which it considered to be of special interest to its membership and affiliated bodies. With its 18 Districts, over 650 Branches and nearly 3,000 classes, to say nothing of its access to thousands of Trade Union branches of its affiliated bodies, the Association has access to a wider public than almost any other national body, and it was able to dispose of over 7,000 copies of the Webbs' *Soviet Communism—A New Civilisation?* and thousands of copies of the Webbs' *History of the Trade Union Movement*, *Consumers' Co-operation in Great Britain*, by Carr Saunders and others, Ernest Green's *Education for a New Society*, and other books which publishers are usually willing to issue as cheap editions for the W.E.A.

Thus the educational influence of the Association is not confined to classes or even to the lecture room. Librarians of Public Libraries have on many occasions paid public tribute to the fact that the Association has exercised a profound influence in raising the standard of taste in reading matter and ensuring a demand for books which gave the Library a distinctive character.

It should not be overlooked that the W.E.A. is a propagandist body for education. It is the only section of the Adult Education Movement which publishes propaganda leaflets and literature on any extensive scale. Each year it distributes many thousands of leaflets and pamphlets to conferences and meetings, and although it does this at its own expense, all sections of the movement profit by it.

The Association has always recognised that Publications and Literature were part of its educational work, and it has been prepared to subsidise its publications as a contribution to the extension of Adult Education. *The Highway* is sold at a distinct loss and it is estimated that the Central Office, the Districts and the Branches contribute at least £1,000 per annum between them on pamphlets to stimulate interest in Adult Education.

Organising Activities

This record is devoted, in the main, to pioneer activities, many of which have been the prelude to educational schemes which

have established a claim to grant aid from the State. There is, however, one form of pioneer activity which, though essential to the organisation of adult education, is entirely voluntary. This is the organisation of Branch and public lectures, one day and week-end schools, study circles, lectures to branches of other organisations and educational conferences and meetings. This kind of activity serves the double purpose of attracting an audience wider than the numbers attending grant aided classes and, at the same time, stimulates the demand for classes.

The organising machinery of the W.E.A., with its 18 Districts, 650 Branches, and direct contact with working-class movements, has made it possible for the W.E.A. to undertake pioneer work of this kind more extensively than any other body.

Pioneer work is always difficult to reproduce in statistical form, but most of our branches exist to undertake this work and without extending the examples to a wearisome length it might be of interest to quote a few. Thus, in 1938/39, a very bad year owing to the Munich crisis, there were in four (out of our 18) Districts:—

- 320 Public Lectures.
- 56 Study Circles.
- 102 One Day Schools.

We have record of 233 One Day Schools, over the country as a whole, in that year, and these were attended by over 15,000 students.

There were 39 week-end schools with 791 students and 55 week-end schools for the W.E.T.U.C. attended by 1,805 students. In that one year nearly 20,000 attended One Day and Week-end Schools.

This does not pretend to be a complete record. It is simply a record of the events brought to our notice. Nor have we taken into account the educational conferences, film displays (69 of which were reported from West Lancashire alone), debates, Nursery School Exhibitions, Theatre visits, campaigns for improved public library facilities, enquiry committees into "social services", student rallies, dramatic performances and the regular Branch educational visits and rambles.

What we would emphasise is that this is the kind of pioneer work absolutely essential to the development of continuous study and that without it there would be little class activity at all. It is possible because it is rooted in a democratic movement which is based upon local branch organisation.

Summer Schools

Just as the Tutorial Class Movement had its roots in the University Extension Movement, so summer schools owe their development to the Oxford and Cambridge Summer Meetings of the same movement. As far back as 1909 as many as 200 W.E.A. members

were in attendance at the Oxford Summer Meetings and it was from the W.E.A. group that the demand came for study of a more intensive character, in an environment which would encourage community living, than was possible in the University Extension Summer Meeting.

The following year (1910) the first W.E.A. Summer School was organised under the auspices of the Oxford University Joint Committee, and within three years five other Joint Committees had followed the Oxford example. Within recent years the Summer School method has been developed by many other social and educational bodies, but in this matter the W.E.A., in co-operation with the Universities, may claim to have been the pioneers. The University Joint Tutorial Class Committee is the responsible body for the Summer School—the W.E.A. usually acting as the organising body. At its best, the Summer School provides the most valuable contribution to intensive adult education effort. The opportunity for individual tuition or seminar study in small groups provide a real refresher course for the working class student. The schools round off the winter's work and prepare the student for more advanced study. Of the 1,687 students who attended Summer Schools in 1938, over three-quarters came from mill, mine or factory. Summer Schools are now not exclusive to the W.E.A., but only a body in close contact with working class life could hope to organise summer schools in which the majority of the students were either Miners, Boot and Shoe Workers, Building Trade Workers, Electricians, Engineers, Labourers, Iron and Steel Workers, Printers, Textile Workers, Railway Workers, Postal Workers, Transport Workers, Shipbuilders and Tailors. Although the number of students in 1938 was 1,687, the number of student weeks was 2,129.

In 1939 there were fourteen summer schools, providing for about 1,640 students, and in the third year of the War ten of these schools were organised.

It is not an unimportant achievement of the W.E.A. that it has attracted the type of student who was willing to sacrifice his summer holiday for one or two weeks' intensive study. Indeed, until very recent years, when holidays with pay became more general, a very large proportion of working-class students had no recognised holidays and had to sacrifice their wages during the period they attended the schools. Nor is this the only example of the keen interest of the working-class student. The pioneer spirit has been as much in evidence in the summer schools as in other aspects of adult education. Thus, when the Yorkshire and the Northern W.E.A. Districts co-operated in their first summer school experiment at Bowes in 1915, the men (tutors and students) slept on straw in a barn, and the women occupied beds in the cottage houses in the village. No wonder that Dr. Mansbridge called his story of the W.E.A. "An Adventure in Working-Class Education".

Special Work Among Miners

The W.E.A. initiated the Miners' Welfare Adult Education Scheme—first in Yorkshire and later in North Staffordshire. A separate scheme, based on the pioneer effort of the Yorkshire District, was later adopted in Notts. and Derbyshire, under the direction of the Nottingham University College Extra-Mural Department, the W.E.A. District Secretary being the Joint Secretary.

The Yorkshire scheme commenced in 1922, and provides for—

- (1) Provision of Courses of Public Lectures, normally consisting of five lectures.
- (2) Provision of leaders for Study Circles.
- (3) Scholarships to Summer Schools.
- (4) Grants to aid students to attend W.E.T.U.C. week-end schools.
- (5) Assistance in organisation of One Day Schools.
- (6) Remission of class fees to eligible students attending W.E.A. classes.
- †(7) Assistance to eligible students attending W.E.A. classes in the purchase of books.

The North Staffordshire scheme includes the provision of:—

- Remission of Class fees.
- Week-end school scholarships.
- Single lectures and short courses.
- Summer school scholarships.

The contribution which these schemes have made to adult education in mining villages cannot be too strongly emphasised. The students who claim fees may only do so if they have fulfilled the obligations of grant earning classes. The book scheme, which has been in operation in Yorkshire for 17 years, has enabled many miners—particularly during the long period of industrial depression—to lay the foundations of a home library and has provided him with text books required for his studies. He may only select books germane to the subject of his studies and recommended by his tutor, and this guarantees the intellectual character of the reading matter provided. Since the scheme started, thousands of pounds have been spent on the purchase of books.

The pioneer work undertaken in these schemes has been a valuable stimulation to formal study, as will be recognised when it is noted that of the 1,221 miner students in Yorkshire who claimed remission of fees in 1938/39, 473 were members of Tutorial Classes and 748 of One Year Classes. The scheme is capable of development in other mining areas, and certain W.E.A. Districts are having discussions with District Miners Welfare Committees on the matter.

The extent of W.E.A. work among miners is not confined to

† The Committee pay 7/10ths of the cost of the book, or music for music classes, or 7/-, whichever is the less, in respect of each student.

the Districts which organise special schemes. It is estimated that in the Northern District there are over 1,000 W.E.A. students employed in and around mines, and this industry represents by far the largest section of manual workers interested in adult education.

Adult Education and the Unemployed

Those who believed that a situation which created an army of nearly three million unemployed would provide opportunity for a wide extension of Adult Education were disillusioned during the pre-war period of unemployment. One of the unfortunate results of unemployment is that it creates a mental confusion and depression in its victims which is difficult to penetrate, especially when the unemployed are segregated from those in employment as they were in unemployed clubs. And yet it was the W.E.A. which was the pioneer of the unemployed club. The first experiment was started by the Lincoln Branch of the W.E.A. in November, 1927, and it was on the basis of this experiment that the National Council of Social Services organised its scheme later. The advantage of the Lincoln Branch scheme was that it did not isolate the unemployed. It kept together those students in the W.E.A. who were unemployed and those who were employed. Before unemployed clubs had started in any other part of the country, the Lincoln Branch Club had organised a voluntary Nursery School, equipped it with furniture, established classes for its members in Arts and Crafts provided by the L.E.A., made furniture for old age pensioners, toys for children in hospitals and set up dressmaking classes to supply clothes for other necessitous unemployed families. At the same time, all the normal W.E.A. class work and public lectures were continued. It was this experiment which convinced the W.E.A. Central Executive that if educational work was to be carried on among the unemployed they must be helped to feel that they were not "forgotten men" and must be kept in fellowship with those who were in employment. It was therefore the recognised policy to admit unemployed students to classes without payment of class fee all through the long period of the crisis. Each year the Association provided hundreds of lectures in unemployed clubs and offered voluntary service freely to organisations who were prepared to organise lantern lectures, film shows, one day schools and wireless study groups. The work in the normal W.E.A. class continued to provide the most satisfactory educational results. It was also possible for the Association to award many scholarships to Summer Schools to unemployed students.

One of the most useful contributions commenced in 1935 and continued up to 1940 was the organisation of two-week Summer Schools for the Unemployed. The Workers' Travel Association generously offered the use of their hostels and provided hospitality. The W.E.A. organised the schools and provided the tutors and

transport. In 1939 Schools were organised at Lyme Regis, Heacham, Dollarbeg, and Birchfield, attended by 335 students. Even in April, 1940, two schools were organised—one at Keswick and the other at Birchfield—the attendance being 108.

Youth Education

The W.E.A. always recognised that the gap between the early school leaving age and the period when the adult could be admitted to its classes was a serious obstacle to educational effort, and at its Annual Conference in 1931 it decided to appoint a special committee to enquire what contribution it could make to the education of the Adolescent. In 1932 it produced a report on the *Education of the Young Worker*, and recommended its Districts to organise schemes utilising the experience and voluntary effort of its tutors and others in the service of youth movements. A scheme had already been started in the London District, and by the aid of a special grant from the funds of the Association a part time organiser was appointed and a voluntary panel of lecturers prepared. This scheme did useful work, and in 1935 provided 34 short courses, 79 single lectures and three grant earning classes for youth organisations. The Carnegie United Kingdom Trust were impressed with the possibilities, and in May, 1936, on a grant from the Trust, four W.E.A. Districts were entrusted with experiments designed to arouse the interest of the 18-23 age group. It was recognised that this is the period when youth feels itself free from parental and other restraints and is suspicious of fettering itself with new ones.

The Districts concerned were the West Midlands, Lancashire and Cheshire, North Western and Northern. Full-time organisers were appointed for a period of three years at the end of which time the Carnegie Trustees extended the period for a fourth year. The scheme depended entirely upon the amount of voluntary teaching effort which could be organised in support.

Prior to making their decision to finance the work the Carnegie Trustees had convened a conference of voluntary bodies interested in youth work, and it became evident that a new development of this kind depended upon a large enrolment of people capable of providing informal talks and lectures. If such lecturers were to be paid it would entail considerable expense and would not necessarily attract the right type. If it were to be undertaken voluntarily the W.E.A. was one of the few organisations in which the voluntary spirit was sufficiently developed to guarantee the necessary personnel. That this claim was justified may be seen from the following figures, which illustrate the number of voluntary lecturers on the panels of the youth movement in each of the four years' experiment. Not one

of these lecturers either expected or received any fee whatever; many of them even paid their own travelling expenses.

VOLUNTARY LECTURERS				
<i>District</i>	<i>Lecturers on panels</i>			
	1936-7	1937-8	1938-9	1939-40
West Midlands	171	225	300	308
North Western	62	122	180	205
W. Lancs. and Cheshire ..	106	174	195	56
Northern	100	108	116	106
Totals	439	629	791	675

The number of the lecturers on the panels is, of course, no indication of the extent of the services rendered, but even in the 1939/40 session, when youth organisations were disorganised by the impact of the War, the record of work included :—

<i>Classes and Study Groups</i>	<i>Series of Connected Lectures</i>	<i>Single Lectures</i>
82	103	370

Translated into terms of *single lectures* over the four years of the scheme, the figures were :—

LECTURES			
1936-7	1937-8	1938-9	1939-40
1,117	1,523	1,903	1,482

The subjects selected by youth groups showed that the youth of to-day had a healthy curiosity to find out what was happening in the world around him and, contrary to the expectations with which we started the schemes, it was shown that the main interests were in International and Sociological questions, the general percentage of demand for these being 75 per cent. as against 25 per cent. for Literary and miscellaneous subjects.

In 1938/39, the scheme served 412 separate branches of youth organisations and 340 in 1939-40. Other activities which developed out of the scheme were the establishment of Youth Forums. These were representative conferences of youth organisations on such subjects as "What kind of education for youth?", "International Relations and World Peace," "Young People and Careers," "The War and Religion," "The War and the New Order," etc.

Regular Conferences of youth organisers were convened and special speakers provided to advise them on organisation problems. One Day and Week-end Schools for youth were also arranged and

the Trade Unions in the W.E.T.U.C. provided scholarships for young trade unionists.

A feature of this work has been the promising extent to which it has spread to W.E.A. Branches, many of which are now providing their own panels of lecturers for local youth groups and calling on the W.E.A. District youth organisers for assistance only in special cases. The film is also playing a useful part in the scheme.

When the Carnegie grants came to an end in 1940 efforts were made to interest the National Youth Committee of the Board. In spite of the excellent work which was being undertaken and the large volume of voluntary effort which was available if the cost of organising it could be assured, the National Youth Committee showed a remarkable reluctance to recognise the work in any way. After many months' hesitation, during which all the original organisers had to be dismissed owing to the inability of the Association to maintain them, the National Youth Committee undertook to receive and consider applications from W.E.A. Districts and finally made grants (through the Board) to two Districts (North Western and Northern). In view of the great generosity with which the Committee were financing youth scheme developments, most of which were almost entirely devoted to recreational pursuits, it seemed to the Association to be rather extraordinary that the Committee should show such apparent reluctance to support a scheme which had proved its value, which had been enthusiastically welcomed by youth club leaders in all parts of the country, and which appeared to be the only organised effort to demonstrate that the development of intellectual interests and moral values were at least as important to youth as the development of brawn and muscle. The South Western District of the W.E.A. has now organised a new scheme in Cornwall in co-operation with the L.E.A., which has received the Board's approval, and a grant is being made to this. In the South Eastern and Southern, and other Districts, youth work is being undertaken which, up to the present, has not entailed the appointment of full-time organisers.

The future of youth education is, of course, bound up with the re-organisation of general education after the War. Whatever part the voluntary movement may then be expected to play, there can be no doubt that in the intervening period, and particularly during the War, the W.E.A. youth scheme can be of special value in increasing the educational and social value of the Youth Movement and helping to give a sense of moral responsibility to the few among every audience whose capacity for leadership may be developed. The Association is convinced that this is one of the most successful pioneer activities it has developed. It has served the double purpose of ensuring an educational service to youth organisations while, at the same time, providing an avenue for voluntary activity for many of the more capable students who have gained educational experience in its adult classes.

Maintenance of Educational Standards

The W.E.A. has always resisted the growing tendency to dilute the intellectual content of adult education. It should not be assumed from this that the W.E.A. has claimed a monopoly of adult education for any one small section. It has merely claimed that, in order to ensure that the educational standards, even in pioneer work, should be a means to a constructive educational effort, it should be under the control and supervision of bodies equipped by experience to stimulate the effort. The maintenance of a high standard of work is of vital importance to the W.E.A. It is inherent in the social purpose for which the W.E.A. stands and is a tradition on which the reputation of the movement has been developed.

Little difficulty in maintaining standards arises where there has been close collaboration between the University and the W.E.A., and it is not without significance that where the University has concentrated on this type of work, the number of Tutorial Classes has not slumped during the War.

We cannot emphasise too strongly the influence on standards of trusting the organisation of classes to a body which can encourage the progressive development of students through the various stages of class activity. The fact that the W.E.A. has exercised providing powers under Chapter III of the Board's Regulations and is also the organising body for Tutorial Classes, has enabled it to provide the type of course appropriate to the group and to recommend a more advanced course when the same group could profit by it. It has been a safeguard against the small and exclusive "mutual admiration groups" which inevitably arise when a group is "attached" to a tutor working in isolation from the voluntary movement or when the providing body is more concerned with the quantity than the quality of the work. The strength of the W.E.A. is that it could always offer a rising standard of work. It has been an immense advantage to argue that the student served his probation through Chapter III work with his own voluntary movement and should then proceed to work of University standard.

As a direct aid to the maintenance of standards, the W.E.A. took the initiative in 1933/34 in organising a national conference of Tutors engaged in teaching International Problems. University Joint Committee and the Tutors' Association willingly co-operated and the experiment was so successful that it was continued each year up to the War with conferences of Tutors on the following subjects:—

1934/35 :	Teaching of	Economics.
1935/36 :	"	" Politics.
1936/37 :	"	" Psychology.
1937/38 :	"	" Literature.
1938/39 :	"	" International Relations.

Reports were prepared and circulated after the Conferences for general guidance and information.

As a result of discussions in *The Highway* about standards in class work, the Association set up a special enquiry Committee, and in 1937 issued, for the guidance of the movement, a report on *Aims and Standards in W.E.A. Classes*.

This report was accepted as a basis for discussion at District Conferences of W.E.A. branch representatives and tutors—an illustration of the advantage possessed by a nationally organised democratic movement which can call to its aid such a great variety of experience and having produced a report based on the evidence of those most competent to judge can guarantee that the report is widely and seriously discussed.

International Contacts

From its infancy the W.E.A. has recognised the importance of adult education in the sphere of international relationships. As far back as 1920 its Central Executive Committee urged upon the Trades Union Congress the urgent need to bring together through the International Federation of Trade Unions representatives of organisations in European Countries catering for workers' education. It was not until 1936 that the first conference was held in London and the last conference was at Zurich in 1939. The Association has always been a supporting body of the World Association for Adult Education and has been represented at all its international conferences. Dr. Albert Mansbridge, the founder of the W.E.A., had toured the Dominions and Colonies in 1913 and for many years, the W.E.A., based on close co-operation with Universities, as in Great Britain, has flourished in Australia, particularly in New South Wales, Queensland, South Australia, Victoria, New Zealand, Canada and South Africa. The W.E.A. also advised and recommended the first full-time tutor for Northern Ireland, where the movement is working in close collaboration with Queen's University of Belfast.

On the Continent of Europe contacts for many years were informally maintained by organised parties from W.E.A. Districts arranging educational tours, but in 1932 formal contact began with an exchange of students, the W.E.A. sending, each year, six to eight of its students, the W.T.A. making grants for the scholarships to the International People's High School, Elsinore, and the W.E.A. of Denmark sending its students to Ruskin and other residential colleges here.

Active co-operation with the W.E.A. movements in the Scandinavian Countries began in 1936, when the first W.E.A. Anglo Scandinavian Summer School was organised in Sweden; W.E.A. students from Sweden, Denmark, Norway, Finland and Great Britain attended, the lectures being in English. This experiment was continued in 1937, Denmark; 1938, Sweden; and 1939, Norway.

Steps were being taken to arrange a similar school in Czechoslovakia in 1938, but the sad events of Munich intervened.

Co-operation was also taking place with France through the French Trade Union Movement, and the Central E.C. considered the matter of sufficient importance to send one of its National Officers to France to advise. In the same year, the W.E.A. was able to arrange the educational programme for a summer school of French Trade Unionists at Hillcroft College.

As a result of an informal approach from the International Labour Office, Geneva, the W.E.A. in 1934 organised its first Summer School at the I.L.O., Geneva, and travelled through the auspices of the Workers' Travel Association, which also offered a number of scholarships. This school became a regular and important yearly event up to the eve of the War in 1939. The I.L.O. expert staff acted as Lecturers, the T.U.C. and the Trade Unions in the W.E.T.U.C. provided scholarships for their members. The W.E.A., in co-operation with the I.L.O., provided Tutors as study group leaders and supervised and organised the schools. An average of fifty-five students specially selected from hundreds of applicants attended the schools each year. The main purpose was to make the work of the I.L.O. better understood among active people in the Trade Union Movement and on their return the Trade Unionists lectured on the I.L.O. to the wider movement. The W.E.A. provided a film showing the I.L.O. at work and this film, made by John Chear (Hon. Treasurer of the Eastern District, W.E.A.) was so vivid in presentation that the I.L.O. purchased several copies.

The international contacts of the W.E.A. were assuming importance. The Swedish W.E.A. had been modelled very much on the lines of the British Movement and both the Swedish and the Danish movements were recognised as grant receiving bodies by their Ministries of Education. The Norwegian Movement is revising its methods more on the lines of the British movement. Since the War, the W.E.A. has maintained contacts with the Scandinavian and other allied nations by providing what educational facilities were possible for the refugees and allied forces in this country, most of this work being undertaken voluntarily.

Work for Other Organisations

We have already made references to the close contact between the W.E.A. and the Trade Union Movement. The *Trades Union Congress* has, from the first, been represented on the Central Executive Committee of the Association and the Workers' Educational Trade Union Committee. On matters of educational policy the W.E.A. and the T.U.C. Education Committee freely collaborate and the T.U.C. is represented through the W.E.A. Central E.C. on the Oxford and Cambridge Extra-Mural Boards and Tutorial Class Committees.

Contact with the *Co-operative Movement* has its roots in the beginning of the Movement as most of the early founders, including its first General Secretary, Dr. Mansbridge, were products of the Co-operative Movement. This movement, with its 7,000,000 members, is also represented on the Central Executive Committee of the Association; and, through the Central E.C., on the Oxford and Cambridge Extra-Mural Boards.

A sample enquiry made in 1934 showed that at least 50 per cent. of W.E.A. students were members of Co-operative Societies. Apart from the number of co-operators who are students in W.E.A. classes, the Association organised in that session (1933/34) specifically for co-operative groups 5 Tutorial and 16 One Year Classes, 134 Terminal, 2 Extension and 2 Short Courses, with a total of 3,538 grant earning students.

In addition, the W.E.A. provides lectures and short courses for Women's Guilds and other co-operative organisations.

Another working-class movement which has been associated with the W.E.A. since its foundation is the *Working Men's Club and Institute Union*. Educational work is undertaken in working men's clubs and voluntary lectures and classes are provided in industrial areas of North Staffordshire, Yorkshire and Northern Districts. Joint Committees of the W.E.A. and Club branches exist in some industrial areas to organise One Day Schools and informal activities with a view to stimulating educational interest.

Value of W.E.A. Machinery

Apart from the actual provision of educational facilities, there are many ways in which the W.E.A. found itself able to offer its experience and practical assistance to develop the work of other organisations which, like the Association, exist to develop an intelligent public opinion—thus:

The *Housing Centre* provided a fine contribution to the Olympia Housing Exhibition in 1934. The Centre is a London organisation and had no means of bringing its exhibits to provincial audiences. The W.E.A. suggested that if the Housing Centre would provide the material, the W.E.A. would provide the audiences, and since then the material has been sent round the country by the W.E.A., its local branches organising exhibitions, film shows and conferences on housing. The Association has been able to do the same kind of public education with Nursery School Exhibitions and films provided by the *Nursery School Association*.

The most recent example has been the Association's co-operation in various parts of the country in organising the facilities provided by C.E.M.A. Here, of course, the task has not been by any means exclusively performed by the W.E.A., but it is obvious that a movement which can claim over 650 local branches, whose main function

is to educate public opinion, can perform many tasks which, while properly the function of other bodies, provide common ground for co-operation.

We have already referred to the special relationships between the W.E.A., the Trades Union Congress, the Co-operative Movement and the Working Men's Club and Institute Union, but there are other organisations with whom the W.E.A. works in close co-operation, namely:—

Ruskin College is represented on the Central Executive Committee of the W.E.A. and on the Central Committee of the W.E.T.U.C., while the W.E.A. is represented on the Governing Council and on the Executive Committee of the College. Most of the students attending Ruskin are drawn from W.E.A. classes, and the W.E.A. arranges educational schemes with Trade Unions providing for Ruskin College Correspondence Courses and undertakes the administrative work connected with the Courses.

Hillcroft College for working women: the W.E.A. is also represented on the Council and the Executive of this College which, in turn, is affiliated to the W.E.A. *Coleg Harlech*, too, is affiliated to the W.E.A. which, through its Welsh Districts, is also represented on the Governing Body. The W.E.A. is also represented on the Council of *Fircroft College*. In all these cases, the main stream of College students comes from W.E.A. classes.

For many years, a *Joint Committee for Residential Adult Education* has brought together representatives from the Residential Colleges and the Adult Education Movement, and has done much useful work in giving publicity and securing co-operation between the Colleges themselves and the various sections of the Adult Education Movement. The administrative work for the Committee has been undertaken by the Educational Settlements Association.

The *Educational Settlements Association* is another example of exchange representation. The E.S.A. is affiliated to the W.E.A. and there is close co-operation between branches of the W.E.A. and local Settlements—the Settlements providing a "home" for many W.E.A. branches and classes—the W.E.A. providing a growing number of active participants in settlement work.

The *Women's Institutes* and the *Townswomen's Guilds* are supplied with lecturers and, where the demand exists, with W.E.A. short courses.

From the inception of the B.B.C. *Central Council for Group Listening*, the W.E.A. has had members on the Central and Regional Councils and has encouraged the organisation of listening groups, but the best service of the W.E.A. has been to provide listening group leaders and to co-operate in the organisation of Summer Schools and week-end conferences for the training of leaders.

The W.E.A. is a corporate member of the *Library Association* and has co-operated with this Association in enquiries respecting Book supplies and in furthering interests in adult education in public libraries, while it is only natural that the W.E.A. should have a

special place in the counsels of the National Central Library, in view of the fact that the Library originated to serve the needs of W.E.A. students.

The Council for Education in World Citizenship, formerly the *League of Nations Union Education Committee*, provides representation for the W.E.A. and the W.E.A. has provided lectures and, where invited to do so, classes for local branches of the League of Nations Union.

The relationship between the W.E.A. and the *Association of Tutors in Adult Education* is not merely professional. There has been close co-operation in the publication of books and study outlines, in the production of reports on standards of work and in conferences on teaching problems.

The *World Association for Adult Education* is another body with whom the W.E.A. is closely associated, and through which many of its international contacts are maintained.

Education of Public Opinion

However ample the provision for adult education, there is no evidence that post war years will bring a phenomenal demand. Limitation of interest is not due to lack of provision or to the lack of variety of provision. It is due, in the main, to deficiencies within the national education system itself.

The views of the W.E.A. on the necessary reforms have been stated* and we do not propose to go over the ground again, but we can affirm, after forty years' experience of educational propaganda, that the gap between the school leaving age of 14 and adult maturity is the main obstacle to progress in adult education and this cannot be bridged by making increased provision for the adult or by providing more elaborate administrative machinery.

If the 1918 Education Act had been enforced, and the school leaving age raised to 16 with compulsory day continuation schools up to 18 years of age, we are of the opinion that there would have been substantially more than 60,000 students in W.E.A. classes to-day. The W.E.A. has always believed that its success as an organising body of adult education ultimately depended upon the character and content of the national system of education. That is why, in its Statement of Policy and Constitution, the W.E.A. is pledged to work for a national system of education "which shall provide for all children, adolescents and adults full opportunities for complete individual and social development".

The W.E.A. is the only national educational body which is actively engaged in propaganda related to all stages of educational development. This is not accidental. It is deliberate. A voluntary

* *Plan for Education*. W.E.A. Price 7d. post free.

movement, combining within its organisation such a variety of experience of parents, teachers and those engaged in administration of education is obviously the ideal organisation for the education of public opinion and for representing the needs of the public to statutory bodies. No one doubts the genuine interest of the administrator or the teacher in educational reform, but there are limitations, especially on financial and controversial issues where those engaged professionally in the work are restricted. It is here where the W.E.A. as a voluntary movement, with no interest except that vested in the welfare of the child, has been able to render a public service in the widest sense. This has been recognised by the teachers' organisations, particularly the National Union of Teachers, with whom the W.E.A. has always maintained the closest contact and, we believe, by Directors of Education, most Local Education Committees and the Board of Education. It is reasonable to assume that those responsible for the administrative policy are in advance of mass opinion on educational matters and the part the W.E.A. has played in educating public opinion to the need for reform has been an indispensable contribution to educational progress. This claim is not made on the evidence of the W.E.A. itself, but on the testimony of such varied public men as Prime Ministers and other Statesmen, leaders of the Church and of organised Labour. The present Director of the International Labour Office stated publicly that "the W.E.A. had done more to educate public opinion in Great Britain than any other organisation".

It is one thing to claim that the main purpose of adult education is to equip men and women for citizenship. It is another thing to provide within the movement organising adult education the actual opportunity by which the student can use the knowledge he has gained to take an active part in social progress. The strength of the W.E.A. in educational propaganda lies in the fact that its best classes are training grounds for social activity and its Branches the medium through which the social activity is organised and directed.

It will be noted, therefore, that the two aspects of W.E.A. work, educational propaganda, and provision and organisation of adult education, are inseparable and mutually dependent one on the other. In recent years the W.E.A. has recognised the increasing importance of its propaganda for educational reform and some years ago appointed a National Education Officer to develop this aspect of its work.

The relationship between the W.E.A. and the Board of Education provides one of the best illustrations of British toleration and freedom. There certainly can have been no other country in the world, even before the advent of Fascism, where a voluntary movement dare arrange public demonstrations of protest against the policy of the Government from which it received grants without any fear that its grants would be jeopardised. The W.E.A. has reason to believe that, on the whole, its deputations to the Board on educational policy, and its conferences, demonstrations, publications and resolutions

have been welcomed as a stimulating influence, rather than as an embarrassment to the Board and its officers. Indeed, successive Presidents of the Board, from H. A. L. Fisher onwards, have not been unwilling to admit that the public support which the W.E.A. could ensure was a valuable asset, especially when the Board itself was under restrictions imposed by changes in Government policy.

It says much for the consistently liberal outlook of the Board's officers that even when the criticism of the W.E.A. has been directed against the policy of the Board itself, this has made no difference in the cordial relationships that have always existed between the Board and the W.E.A.

The Financial Contribution

Adult Education in England and Wales has been described as a co-operative effort between the State, Statutory bodies and the Voluntary movement. This is an accurate picture and the analogy might be carried even into the sphere of finance, for although the W.E.A. receives grants of public money through the Board of Education and Local Authorities, its work could not continue if it did not make a substantial financial contribution for the maintenance of its organising and administrative work. The W.E.A. has always endeavoured to raise the finance for administration and propaganda because it believes that were it to be entirely subsidised it would cease to be a voluntary movement and would lose both its independent and democratic character. On the other hand, emphasis should be given to the fact that whatever the State and Local Authorities have expended on Adult Education has been considerably enhanced by the contributions made by the W.E.A. itself—quite apart from the expenditure of Universities and University Colleges.

The Board of Education makes grants for Adult Education under the Adult Education Regulations. The L.E.A.s also gave generous assistance under the Regulations for Further Education.

We are so appreciative of the generous assistance of the Board and of most of the Local Education Authorities that we should deprecate any attempt to make comparisons. It is not always recognised that even in the matter of *finance* the W.E.A. is *unique* in making a special contribution and that the extent of this can only be recognised if it is remembered that in addition to its Central Office there are 18 District Offices and over 650 Branches all raising funds to extend the work.

We have made an analysis of the National income and the income of 18 Districts and the Branches in the various Districts, excluding all grants from the Board and from Local Education Authorities. The year quoted is 1938/39, the last pre-war year. The total amount contributed for that year was as follows :—

National Association.

Ordinary revenue	£6,300
Special contributions from Trusts for non-grant earning schemes ..	5,297
Expenditure on W.E.T.U.C. Union schemes	4,904
	<hr/> £16,501

Districts and Branches.

Income of 18 District Associations ..	13,132
'Two Miners' Lecture Schemes ..	1,330
Income of 635 Branches	9,322
Estimated contributions from class fees	9,876*
	<hr/> 33,660
Total	<hr/> £50,161

We therefore contribute, from our own resources, £50,000 to the maintenance of our own work and to the development of our work with co-operating bodies.

We have not referred to the financial contribution which the Universities and University Colleges make to the general pool because, valuable though this is, there is a distinct difference between endowed institutions and a voluntary body like the W.E.A. which raises most of its income from its members and affiliated bodies. This is a factor of vital importance and one which ought to be taken into serious consideration when determining the kind of voluntary organisations which merit State support.

It is patent that an organisation like the W.E.A., which can bring such wealth of effort and enthusiasm from so many thousands of individual members and so many federated bodies, is performing a public service which cannot lightly be ignored. The disciplined effort of working-class members seeking to make their own organisation financially self-supporting is no less a contribution to education in citizenship than the formal class work of the Association.

It will be understood why the W.E.A. places so much emphasis on its independence. It has never been a supplicant, seeking State financial support for its own survival. It has made its own financial contribution to the work so that it could justify its claim to be an equal partner and not a poor relation. That is the only basis on which it can perform its task and enjoy the confidence of the working-class bodies it serves.

On its own financial responsibility, and without any assistance from the State, it supports a total staff of 67, consisting of 20 officers, 11 organisers and 40 administrative staff. But the real pride of the

* We have based the estimate for class fees on a minimum contribution of 5/- for Chapter II classes, 2/6 for One Year and Terminal Courses and 1/6 for Short Terminal Courses. In some cases class fees are higher than this.

movement is in its voluntary area organisers and its hundreds of Branch secretaries who, without any financial recompense whatever, sacrifice most of their leisure time to the service of the Association. To these should be added the Honorary Officers of the Association, both national and district, and the Executive Committee members. If the Central Executive Committee members and all the District Council members of the 18 Districts met on one day and in one centre, there would be a representative meeting of over 2,000 delegates. There are also 650 Branches which, in turn, bring together many thousands more. The social and educational influence of a democratic body in constant touch with such a large section of the most thoughtful of the working-class population is a matter of considerable importance and gives the Association a unique position as an educational body.

The Association and the War

Education in H.M. Forces

We have referred earlier to action which the Association's Executive took to ensure that if war were declared the movement might make its maximum contribution to the war effort. It was anticipated that with the introduction of conscription education in H.M. Forces would assume particular importance and the Association took steps through one of its Vice-Presidents, Mr. A. Creech Jones, M.P., to have an amendment moved to the Military Training Bill in May, 1939, imposing upon the Army Council the duty of providing educational and social facilities through national voluntary organisations in consultation with the Board of Education. The Secretary for War (Mr. Hore Belisha, M.P.) acknowledged the work done by the W.E.A. and undertook to get in touch with the Board of Education. In the meantime, the Association approached the Parliamentary Secretary to the Board and put forward a provisional scheme. The Association took the initiative, also, through the Central Joint Advisory Committee for Tutorial Classes, in proposing a Conference of Universities and voluntary bodies concerned with the Board of Education.

As a result, Universities were invited to set up Area Committees of bodies actively engaged in Adult Education and to make contact with the Army Authorities for provision of facilities. Within a month, however, war broke out, the scope of compulsory military service was greatly extended and the War Office advised the Board that the scheme was withdrawn on the grounds that the militia no longer existed.

It was necessary, therefore, to start over again. The Association took steps to consult the Y.M.C.A. and a Conference was convened in December, 1939, at which the bodies concerned decided to proceed with the setting up of a Central Advisory Council

for Army Education and invited University Vice-Chancellors to convene conferences for the setting up of Regional Committees.

The subsequent history of Education in H.M. Forces is so well known that it is unnecessary to state the case in detail. The W.E.A. takes full credit for the initiative in pioneering the scheme and in reviving interest when the original scheme was cancelled. The work has not developed altogether on lines which the W.E.A. would have desired. It is recognised, however, that, on the whole, a system of regional committees for work with H.M. Forces was inevitable. This is not to admit that the same kind of machinery would be effective for the administration of adult education in normal times. Whether it has been effective in Army education is a matter of opinion, but it is obvious that any system of administration which denies experienced bodies direct access to the potential student for organising purposes may become both ineffective and undemocratic. In the main, the contribution of the W.E.A. has been to encourage its tutors to give service to the regional committees, to admit men and women from the Services to its classes without fee or charge, to organise classes and study groups for them where possible and to provide Correspondence Courses through Ruskin College, arising out of a scheme it arranged with the War Office.

Other Contributions to the War Effort

Other activities on which the Association has been engaged since the War have included work among Civil Defence Units (N.F.S., A.R.P., etc.) and educational facilities for the occupants of Munition hostels, Agricultural hostels and Government Construction Sites. The Civil Defence workers have been particularly interested, though many of them are able to attend the normal classes; where this is not possible special classes are organised, and in the period, 1942/43, over 500 classes were arranged. The Association's Districts have also contributed by arranging special training courses and classes for study group leaders in the Civil Defence Service. Work in Munitions hostels has been more difficult because of shift duties, but some hundreds of classes have been arranged in connection with these hostels, and in the hostels for the Women's Land Army and Agricultural Workers. Special experiments on large Construction sites in Scotland so impressed the Ministry of Labour that the Association was urged to experiment in other areas and is arranging courses in many Districts.

Conclusion

Lengthy as this account may be, it does not pretend to be a record of W.E.A. activities, but is merely a summary of developments which the W.E.A. has pioneered.

The W.E.A. is not an institution—it is a movement of men and women bound together by a common belief in the importance of education. It has been one of the claims of the Association that it equips its students with the qualities essential for responsible leadership in community life. It is difficult to measure this kind of contribution. An attempt was made in 1938 to ascertain what part W.E.A. students were taking in public affairs at that time. The records from 16 out of 18 Districts of the Association showed that 2,342 students were serving on public bodies. Some were Members of Parliament, others County, City and Borough Councillors, Magistrates and members of Education Committees, etc.

These figures are incomplete and do not include the large body of students occupying positions of importance in industrial and political organisations, but they are a sufficiently clear indication of the powerful influence which the W.E.A. has exercised on public life and opinion over its history of forty years.

To what extent can it continue to make this contribution? We believe this depends upon the extent to which it develops, in co-operation with the Board, the L.E.A.s and Universities, as an equal partner free from undue restriction or control.

If there is any significant increase in demand it will be because men and women are in larger numbers becoming aware of changed values in life. This War has thrown them into relief. Democracy is coming to be understood as a way of life and men and women want to learn how to live it. What is more, they want to live it together in free, democratic organisations. At a time when every agency will be needed to build up the quality of individual character and social life on which democratic society depends it is extremely important that any voluntary movement which is rooted in the common people themselves, should be strengthened.

APPENDIX I.

SUMMARY OF CLASSES AND STUDENTS FROM 1919-20.

Year.	Tutorial.		Preparatory.		University Extension.		One-Year.		Terminal.		Short Terminal.		Total.	
	Cl.	Stud.	Cl.	Stud.	Cl.	Stud.	Cl.	Stud.	Cl.	Stud.	Cl.	Stud.	Classes.	Students.
1919-20	229	5320					328	7118					557	12438
1922-23	363	7434					570	15611					933	23045
1924-25	441	9027	109	3153			367	8347	315	8784			1232	29311
1925-26	529	9358	78	1946			531	9464	569	10393			1707	31161
1927-28	590	10104	82	1686			468	9585	522	9746			1683	35590
1929-30	596	10067	71	1353	21	469	634	14899	749	13602			2128	41365
1930-31	620	10375	87	1677	106	2024	766	17642	808	15572			2387	47270
1931-32	649	11084	95	1915	128	2490	731	16747	852	16620	72	1683	2527	50539
1932-33	658	11633	84	1631	127	2425	702	17017	988	19415	52	1094	2611	53215
1933-34	652	11290	71	1432	140	2501	722	16757	965	19779	75	1626	2625	53385
1934-35	672	11645	77	1419	155	3035	753	16817	974	19670	94	1985	2725	54571
1935-36	724	12736	76	1456	184	3685	765	17504	1039	20297	69	1345	2857	67023
1936-37	762	12791	73	1374	215	4275	819	17833	1090	20503	87	1437	3046	58213
1937-38	755	11267	99	1970	202	4023	802	18977	1202	22803	57	992	3117	60032
1938-39	779	12739	234*	4329*	25	689	635	12166	1269	22787	58	1174	3000	53884
1939-40	663	9848	298*	5055*	20	508	619	13007	1261	22269	179	3292	3040	53979
1940-41	528	6905	401*	6569*	12	314	618	13241	1001	16658	277	5148	2837	48835
1941-42	467	6541	564*	9811*	24	632	418	7251	1213	21502	412	7117	3288	58582

* University Sessional Course.

APPENDIX II.

THE WORKERS' EDUCATIONAL ASSOCIATION.

I. SOCIETIES AFFILIATED NATIONALLY :

Adult School Union, Education Committee of the National.
 Amalgamated Association of Card, Blowing and Ringroom Operatives.
 Assistant Masters in Secondary Schools, Association of.
 Assistant Mistresses in Secondary Schools, Association of.
 Bakers and Confectioners, Amalgamated Union of Operative.
 Blacksmiths', Forge and Smithy Workers' Society.
 Blastfurnacemen, National Union of.
 Boilermakers' and Iron and Steel Shipbuilders' Society.
 Boot and Shoe Operatives, National Union of.
 British Esperanto Association.
 Cambridge Board of Extra-Mural Studies.
 Catholic Social Guild.
 Civil Service Clerical Association.
 Clerical and Administrative Workers' Union.
 Coleg Harlech.
 Compositors, London Society of.
 Co-operative Co-partnership Propaganda Committee.
 Co-operative Education Association, Southern.
 Co-operative Holidays Association.
 Co-operative Officials, National Union of.
 Co-operative Union, Ltd.
 Co-operative Wholesale Society, Ltd.
 Educational Settlements Association.
 Engineering and Shipbuilding Draughtsmen, Association of.
 Fire Brigade Union.
 General and Municipal Workers, National Union of.
 General Federation of Trade Unions.
 Girls Clubs, National Council of.
 Guild of Insurance Officials.
 Head Mistresses, National Association of.
 Head Teachers, National Association of.
 Hillcroft College.
 Holiday Fellowship, Ltd.
 Home and School Council.
 Inland Revenue Staff Federation.
 International Friendship League.
 Iron and Steel Trades Confederation.
 Journalists, National Union of.
 Journeymen Felt Hatters, Amalgamated Society of.
 Lithographic Artists, Designers, Engravers and Process Workers, Society of.
 Lithographic Printers, Amalgamated Society of.
 Locksmiths and Metal Workers National Union.
 Ministry of Labour Staffs Association.
 National Association of Local Government Officers.
 National Union of Agricultural Workers.
 Northern Ireland Workers' Educational Association.
 Nursery School Association of Great Britain.
 Oxford University Extra-Mural Delegacy.
 Painters, National Society of.
 Patternmakers' Association, United.
 Post Office Controlling Officers' Association.
 Post Office Engineering Inspectors, Society of.
 Post Office Engineering Union.

Post Office Workers, Union of.
 Pottery Workers, National Society of.
 Printers and Assistants, National Society of Operative.
 Printing, Bookbinding and Paper Workers, National Union of.
 Railway Clerks' Association.
 Residential Settlements, British Association of.
 Royal London Staff Association.
 Ruskin College.
 Schoolmasters, National Association of.
 Seamen, National Union of.
 Shop Assistants, Warehousemen and Clerks, National Amalgamated Union of.
 Students Bookshops, Ltd.
 Tailors and Garment Workers, National Union of.
 Teachers, National Federation of Class.
 Teachers, National Union of.
 Teachers in Technical Institutions, Association of.
 Trades Union Congress.
 Transport and General Workers' Union.
 Tutors in Adult Education, Association of.
 Typographical Association.
 Vehicle Builders, The National Union of.
 Workers' Educational Trade Union Committee.
 Workers' Travel Association.
 Working Men's Club and Institute Union, Ltd.
 Young Men's Christian Association, National Council of.
 Young Women's Christian Association, National Council of.

II. TYPE AND NUMBER OF BODIES AFFILIATED TO THE NATIONAL ASSOCIATION AND TO ITS DISTRICTS AND BRANCHES :

	Districts.	Branches.	Centre.	Total.
(a) Trade Unions	185	570	42	796
(b) Trades Councils	4	34	—	38
(c) Co-op. Organisations ..	143	223	5	371
(d) Working Men's Clubs ..	36	47	1	84
(e) Teachers' Organisations ..	131	135	9	275
(f) Educational Organisations	38	59	14	111
(g) Political Organisations ..	19	69	—	88
(h) Miscellaneous	14	106	7	127

APPENDIX III.

THE FOLLOWING IS A LIST OF THE UNIONS IN THE W.E.T.U.C. :

The Iron and Steel Trades Confederation.
 The Union of Post Office Workers.
 The Railway Clerks' Association.
 The Association of Engineering and Shipbuilding Draughtsmen.
 The Transport and General Workers' Union.
 The National Union of General and Municipal Workers.
 The National Society of Pottery Workers.
 The Amalgamated Union of Operative Bakers and Confectioners.
 The Civil Service Clerical Association.
 The National Society of Operative Printers and Assistants.
 The National Union of Tailors and Garment Workers.
 The National Brass and Metal Mechanics.
 The Wall Paper Workers' Union.
 The Retail Book, Stationery and Allied Trades Employees' Association.
 The National Union of Boot and Shoe Operatives.
 The National Amalgamated Union of Shop Assistants, Warehousemen and Clerks.
 The National Union of Blastfurnacemen, Ore Miners, Coke Workers and Kindred Trades.
 The Ministry of Labour Staffs Association.
 The Post Office Engineering Union.
 Inland Revenue Staff Federation.
 The Amalgamated Society of Journeymen Felt Hatters.
 Typographical Association.
 Boilermakers and Iron and Steel Shipbuilders' Society.
 National Union of Clerks and Administrative Workers.
 National Union of Journalists.
 Amalgamated Society of Lithographic Printers.
 Printing Machine Managers' Trade Society.
 National Union of Printing, Bookbinding and Paper Workers.
 Associated Blacksmith, Forge and Smithy Workers' Society.
 Fire Brigade Union.
 Amalgamated Association of Card, Blowing and Ring Room Operatives.
 National Union of Locksmiths and Metal Workers.
 National Union of Agricultural Workers.

Also represented on the W.E.T.U.C. :

Ruskin College.
 Trades Union Congress.

SUBJECT ANALYSIS OF CLASSES

ADVANCED, TUTORIAL, UNIVERSITY SESSIONAL, EXTENSION, ONE-YEAR, TERMINAL
AND SHORT TERMINAL CLASSES, 1941-42 (SHIFT CLASS COUNTED AS TWO)

SUBJECTS.	Total	% of Total
SOCIAL SCIENCES :		
General History (including local and European) ..	259	7.88
Economic, Social and Industrial History	122	3.71
Economics	104	3.16
Political and Social Science	117	3.56
Political and Social Problems (including Current Affairs)	260	7.90
Reconstruction	135	4.11
International Relations (including European and World Problems)	594	18.07
Geography (including Economic Geography)	78	2.37
Anthropology and Human Geography	20	0.61
Local and Central Government	37	1.13
Psychology	245	7.45
PHILOSOPHY, SOCIAL PHILOSOPHY AND ETHICS	104	3.16
Religious History and Literature	54	1.64
SCIENCE :		
General	37	1.13
Biology and Physiology	96	2.91
LITERATURE AND ARTS		
Literature and Drama	551	16.76
Elocution and Dramatic Art and Public Speaking ..	39	1.19
Music (and Appreciation)	288	8.76
Art and Architecture	46	1.40
LANGUAGES		
(including Esperanto)	46	1.40
MISCELLANEOUS	56	1.70
TOTAL	3,288	100

W.E.A. EDUCATIONAL PAMPHLETS

No. 1.	Plan for Education	6d.
No. 2.	Workers' Education in Great Britain	6d.
No. 3.	The Education and Training of Teachers	6d.
No. 4.	Agriculture and Rural Education	6d.
No. 5.	The Public Schools	6d.

THE WORKERS' EDUCATIONAL ASSOCIATION

38a, ST. GEORGE'S DRIVE, LONDON, S.W.1

THE WORKERS EDUCATIONAL ASSOCIATION

General Secretary : ERNEST GREEN, J.P. *Education Officer* : HAROLD SHEARMAN

CENTRAL OFFICE : 38a ST. GEORGE'S DRIVE, LONDON, S.W.1

Telephone No. : VICTORIA 5715-6

DISTRICT OFFICES AND SECRETARIES :

EASTERN

F. M. Jacques, 7 Hills Road, Cambridge. Area covered : Essex (part), Suffolk, Norfolk, Lincolnshire (part), Northamptonshire, Huntingdonshire, Cambridgeshire, Bedfordshire, Hertfordshire (most of).

NORTHERN

B. W. Abraham, W.E.A., 51 Grainger Street, Newcastle-on-Tyne, 1. Area covered : Durham, Northumberland, Cumberland, Westmorland.

SOUTH-EASTERN

Mrs. I. W. Cooper-Marsh, 6 New Road, Chatham. Area covered : Kent and East Sussex.

WEST LANCs AND CHESHIRE

F. Garstang, 82 Hope Street, Liverpool, 1. Area covered : West Lancashire and part of Cheshire.

LONDON

W. Lowth, 28, Woburn Square, W.C.1. Area covered : London, Middlesex, Surrey, Essex (part), and Hertfordshire (part).

EAST MIDLAND

H. Nutt, 14 Shakespeare Street, Nottingham. Area covered : Leicestershire, Rutland, Lincolnshire (part), Nottinghamshire (part), and Derbyshire (part)

WEST MIDLAND

E. J. Studd, The University, Edmund Street, Birmingham. Area covered : Herefordshire, Shropshire, Warwickshire, Worcestershire, and South Staffordshire.

SOUTHERN

J. H. Matthews, 5 Cranbury Terrace, Southampton. Area covered : West Sussex, Hampshire, East Dorset, and Isle of Wight.

BERKS, BUCKS AND OXON

M. Downe, Rowley House, Wellington Square, Oxford. Area covered : Berkshire, Buckinghamshire, and Oxfordshire.

NORTH STAFFS

Mrs. M. Stringer } The Elms, Snow Hill, Hanley, Stoke-on-Trent. Area covered : North Staffordshire.
Miss G. Malton }

WESTERN

F. Parker, 91 Redland Road, Redland, Bristol, 6. Area covered : Gloucestershire, Somersetshire, Wiltshire, and West Dorset.

NORTH-WESTERN

E. Bibby, 256 Oxford Road, Manchester, 18. Area covered : Parts of Lancashire, Cheshire, and Derbyshire.

SOUTH-WESTERN

J. G. Trevena, Rathfield, High Street, Totnes, Devon. Area covered : Devon and Cornwall.

YORKSHIRE, NORTH

C. H. Thompson, Humanism Institute, Blackman Lane, Leeds, 2. Area covered : The whole of Yorkshire, except that part included in Yorkshire (South) District, and part of Lincolnshire.

YORKSHIRE, SOUTH

E. Fisher, Campo Chambers, 26 Gange Lane, Sheffield, 1. Area covered : Parts of Yorkshire, Derbyshire, Lincolnshire, and Nottinghamshire (including—Penistone south to Chesterfield, and east via Barnsley to Scunthorpe, Chesterfield east via Retford to Malmesborough, thence north to Scunthorpe).

NORTH WALES

Mrs. M. Silyn Roberts, W.E.A. District Office, University College, Bangor. Area covered : Pembrokeshire, Carmarthen, Merioneth, Denbigh, Montgomery, Caernarvon.

SOUTH WALES

D. T. Guy, 38 Charles Street, Cardiff. Area covered : Monmouthshire, Glamorgan, Pembrokeshire, Carmarthen, Brecknock, Cardigan, and Radnor.

SCOTLAND

F. G. Crabbe, 177 Hill Street, Glasgow Green, Glasgow, C.2. Area covered : The whole of Scotland.